



The purpose of this addendum is to provide feedback on progress made in addressing identified deficiencies in the 2011-2012 Leadership Assessment Report for Franklin-Simpson High School.

Deficiency 1: The principal and school council have not established the organizational structures to sustain continuous school improvement.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

Team evidence:

- PLC
- Weekly guided planning overview
- Rewards for students, intervention
- Behavior matrix
- Instructional strategies
- State assessment data
- Student interviews
- Staff interviews
- Guided planning
- Teacher walkthrough data
- Mission and vision statements
- Administrative leadership team interviews
- Site Based Decision Making Council policies

Team comments:

- School leaders consistently monitor and support the improvement of instructional practices of teachers to ensure student success. Weekly meetings with instructional support staff, flexibility for embedded professional development, and a concerted effort to implant the Professional Growth and Effectiveness System through the use of walkthroughs are structures built to sustain continuous school improvement in the coming years.
- Professional learning communities meet formally on a regular schedule, and frequent collaboration across grade levels and content areas occur.
- A behavior matrix has been developed and is being used to ensure consistency. Student interviews revealed this was an area of growth, and consistency by

teachers and principals was cited as evidence of the effectiveness. Behavior data show marked improvements from prior years.

- State assessment data, in all areas, have shown significant improvement. Gap and growth data indicate the school is addressing students included in these demographics.
- Department chairs and end-of-course teachers make up the teacher leadership team. They are trained in instructional initiatives and then communicate this to their departments, thus building capacity within the school.
- Both the vision and mission statements are evident throughout the school. Students and staff know these and strive to achieve College and/or Career Readiness.
 - The mission statement: “To empower students to be College and/or Career Ready. “
 - The vision statement: “To inspire students to become productive citizens and lifelong learners.”
- Administrative team interviews indicate a cohesiveness of all parties. Their team approach for many aspects are evident.

Deficiency 2: The principal and school council have not created a school culture of high academic and behavioral expectations and respect for all students and staff.

School/District	Team	
X	X	This deficiency has been addressed in an exemplary manner.
		This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

Team evidence:

- ACT test scores
- Low number of behavior events
- Behavior matrix
- Teacher, parent, and staff interviews
- Recognition of student achievements throughout the building
- School web site
- Classroom observation tool
- Site Based Decision Making Council policies
- Mission and vision
- Interventions for behavior and academics

Team comments:

- School leaders consistently monitor and support the improvement of instructional practices of teachers to ensure student success.
- The implementation of weekly guided planning meetings, with a focus on

effective learning strategies, and a structured walkthrough protocol, ensure a continuous system of improvement in teaching and learning.

- Classroom observation data indicates students know the routines, behavioral expectations and consequences for their behavior.
- Student recognition can be seen throughout the school. The school web site showcases student achievement.
- The Site Based Decision Making Council has passed policies regarding graduation recognition, data analysis and planning, developing the school day schedule, the district code of acceptable behavior and discipline, and the Comprehensive School Improvement Plan.

Deficiency 3: The principal and school leadership do not systematically monitor implementation of academic programs to measure their impact on student achievement.

School/District	Team	
		This deficiency has been addressed in an exemplary manner.
X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

Team evidence:

- Weekly PLC
- Walkthrough structure
- College and Career Readiness structure
- Weekly guided planning overview
- Recognition of student academic achievement
- Academic time

Team comments:

- Professional learning communities meet twice per month to analyze data from common assessments, state assessments, and the progress monitoring tool.
- Student data is evaluated and groups are made from this data for academic time groups.
- The College and Career Readiness coach meets with all senior students to set goals and discuss their individual readiness for life. Academic time is grouped based on student assessment needs, such as WorkKeys, KOSSA, and the math benchmark.
- Data concerning instructional strategies or practices that have been introduced during professional development for teachers is gathered during walkthroughs. This data is then disaggregated and impact for student learning is evaluated.

Deficiency 4: The principal does not involve family and community as active partners in improving academic achievement.

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		This deficiency has been addressed satisfactorily.
X	X	This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

Team evidence:

- Weekly radio spot
- Facebook
- Twitter
- Daily e-mails
- Speeches to community service organizations
- Student and parent interviews
- On Track Scholarship fund

Team comments:

- There are many ways the principal is communicating with families; however, there is minimal involvement of families as active partners.
- Parent involvement is not evident in decision making for the continuous academic improvement process.
- A scholarship program in the amount of \$50,000 has been established by community members so that junior or senior students can attend the local community college for free.
- The community businesses created more co-op opportunities for students.
- Junior students are taken to local businesses to showcase possible job opportunities within the community if they are career ready when they graduate.
- Many of the school clubs work with community members on projects. The city has four projects per year with which the students help in different ways.
- The principal and coaches conduct a 15-minute weekly radio talk concerning activities and happenings at the school.
- The principal sends out a daily e-mail highlighting school activities, academic awards, athletic events and so forth to 1,900 people each day.
- Social media is used to highlight school happenings.

Deficiency 5: The school does not have a process to analyze and evaluate data and use the results to make informed decisions that positively affect student achievement.

School/District	Team	
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X	X	This deficiency has been addressed satisfactorily.
		This deficiency has been partially addressed.
		There is little or no evidence of improvement with regard to this deficiency.

Team evidence:

- Five Strategies of Formative Assessment
- Professional learning communities
- Academic time
- Stakeholder Interviews
- Formative assessment
- Senior Scholar Status
- Quarterly reporting

Team comments:

- Establishment of public recognition for social, athletic, and academic accomplishments by students is evident throughout the building.
- All stakeholders interviewed expressed the atmosphere at the school is very positive concerning student achievement. Posters, signs, and bulletin boards throughout the school contain information highlighting awards students have received.
- Quarterly Report data questions analyze many aspects, such as College and Career Readiness, behavior, ninth grade student success rates, EPAS data, and end-of-course data. Next steps for connection/implication for an updated CSIP and 30-day plans are included in this report.
- An artifact review indicates professional development is based on the needs of the school. This is determined by student achievement, data analysis, monitoring of instruction, and staff needs assessment.
- Professional development by all teachers on the Five Strategies of Formative Assessments allows a cohesive way for all staff to analyze formative assessment data and to use the data for instructional improvement.